

# مجلة جامعة الرازي

## لِلعلوم الإدارية والإنسانية

### RUHMS

عملية محكمة تصدر عن كلية العلوم الإدارية والإنسانية – جامعة الرازي

#### أبحاث العدد:

- مدى توافر مقومات تطبيق نظام محاسبة المسئولية في الجامعات الأهلية اليمنية (دراسة حالة في جامعة العلوم والتكنولوجيا)
- Les The Resilience of the Human Spirit in “Les isérables” by Victor Hugo: A Critical Analysis
- جدلية الحرب والسلام في اليمن
- دور التدريب في تحسين جودة الخدمات الطبية في المستشفى العسكري بصنعاء
- مساهمة التحول الرقمي للتعليم العالي في تحقيق التنمية المستدامة "نموذج قطاع الزراعة"
- حق التظاهر في الشريعة الإسلامية
- واقع البحث العلمي في الجمهورية اليمنية بين قصور التشريعات وضعف التمويل خلال الفترة (1970-2022)
- واقع البحث العلمي في الجمهورية اليمنية بين قصور التشريعات وضعف التمويل خلال الفترة (1970-2022) دراسة وصفية مقارنة
- Attitude of EFL Students towards Learning English Collocations at Yemeni universities - A Case Study at English Department - Faculty of Education Sana'a University

## جامعة الرازي

كلية العلوم الإدارية والإنسانية



ديسمبر 2022م

المجلد الثالث

العدد السادس

## الهيئة الاستشارية

الرقم	الاسم	التخصص	الجامعة	الدولة
1	أ. د / عبدالله عبدالله السنفي	إدارة أعمال	جامعة صنعاء	اليمن
2	أ. د / صالح حسن الحرير	إدارة أعمال	جامعة عدن	اليمن
3	أ. د / طلعت اسعد عبد الحميد	إدارة أعمال	جامعة المنصورة	مصر
4	أ. د / حسن عبد الوهاب حسن	إدارة أعمال	جامعة القران الكريم	السودان
5	أ. د / نجاة محمد جمعان	إدارة أعمال	جامعة صنعاء	اليمن
6	أ. د / احمد علي الحاج	تخطيط تربوي	جامعة صنعاء	اليمن
7	أ. د / محمد احمد الجلال	طرائق التدريس	جامعة ذمار	اليمن

## الإشراف العام

د / طارق علي النهي  
رئيس مجلس الأمناء

## رئيس التحرير

د / عبد الفتاح القرص  
عميد كلية العلوم الإدارية والإنسانية

## مدير التحرير

د / نجيب علي إسكندر  
رئيس قسم الإدارة الصحية

## هيئة التحرير

أ.د/ نبيل الربيعي  
د/ تركي يحيى القباني  
د/ عبد الفتاح علي القرص  
أ.د/ محمد محمد القطيبي  
د/ محمد حسيني الحسيني  
أ.م.د/ صالح علي النهاري  
د/ أحمد محمد الحجوري

مجلة جامعة الرازي - مجلة علمية محكمة - تهدف إلى إتاحة الفرصة للباحثين لنشر بحوثهم العلمية باللغتين العربية والإنجليزية في مختلف العلوم الإدارية والإنسانية

## مجلة جامعة الرازي للعلوم الإدارية والإنسانية

مجلة علمية محكمة تعنى بنشر البحوث في مجال العلوم الإدارية والإنسانية

تصدر عن كلية العلوم الإدارية والإنسانية - جامعة الرازي - اليمن

توجه المراسلات إلى رئيس التحرير على العنوان الآتي:  
مجلة جامعة الرازي للعلوم الإدارية والإنسانية

ص.ب:.....، الرمز البريدي..... اليمن

هاتف : 216923 – 774440012

فاكس : 406760

البريد الإلكتروني: [ruahms@alraziuni.edu.ye](mailto:ruahms@alraziuni.edu.ye)

صفحة الإنترنت: [www.alraziuni.edu.ye](http://www.alraziuni.edu.ye)

# Attitude of EFL Students towards Learning English Collocations at Yemeni universities – A Case Study at English Department – Faculty of Education Sana'a University

**Sharaf Ali Shana**

Head of Translation Unit-Al-Razi University

[Shrafali2014@gmail.com](mailto:Shrafali2014@gmail.com)

## Abstract

The aim of this research is to investigate the attitude of the EFL students towards learning English collocation in their university courses and their approach towards learning and using English collocations at the English Department, Faculty of Education – Sana'a University. To collect the data, the researcher designs a close-ended questionnaire including 22 items. The questionnaire items introduce the importance of English collocations for EFL students in improving their English skills and communication skills as well. The research sample consists of (156) female and male students selected randomly from the English Department at Faculty of Education – Sana'a University. The questionnaire is prepared in a Google form and sent as a link to the research participants using WhatsApp Application. After collecting the data by sufficient students, the researcher analyzes the results using the frequencies and percentages of the responses. The results show that the EFL students who participated in this research show high and positive attitudes towards learning English collocations and their importance to improve the English skills of the students. The participants perceived that English collocations are necessary for effective communication, improving English language skills and understanding listening texts.

**Keywords:** Attitude, EFL students, collection, learning.

## 1. Introduction

Collocations have been broadly recognized as one of the problematic topics for English as a Foreign Language (EFL) learners because they require the natural sense of native speakers to excel in this area. Collocations are given a special status in the context of foreign language learning. Learning collocations have a considerable impact on improving learners' proficiency level, thereby acquiring fluency (Basal, 2019; Wray, 2002). Accordingly, it is noteworthy to say that the appropriate use of collocations is one of the fundamentals for EFL learners of English regardless of how difficult it is even for advanced EFL learners. In conclusion, learning collocations increases the nature of communication and they are challenging to comprehend English as a Foreign Language (EFL). Although collocations are stated as the essential elements of vocabulary learning, it indicates the competence level of native English speakers. Obviously, the number of research and the awareness in collocations learning in Yemen are limited and inadequate. Therefore, the current research aims to investigate the EFL students' attitudes toward learning collocations at the English Department, Faculty of Education – Sana'a University and how the students feel in using these collocations.

## 2. Statement of the research problem

Collocations are problematic and EFL students feel upset in learning them. This is because their form is different from their meaning. Therefore, most students find it difficult to understand them. However, the attitudes toward learning English collocations are not clear among EFL students at the English Department, Faculty of Education – Sana'a University. These attitudes should be studied to put solutions for better learning of the English collocations. Therefore, the present study is an attempt to investigate this phenomena in some details.

### ***3. Research questions***

The current research tries to answer the following questions:

1. What is the EFL students' attitude towards learning English collocations at the English Department, Faculty of Education – Sana'a University?
2. What is the approach of EFL students towards studying and using English collocations?
3. What are the most difficult types of English collocations?

### ***4. Research objectives***

The current research aims to:

1. Investigate the EFL students' attitude towards learning English collocation in their university courses.
2. Explore the feelings of the EFL students when learning and using English collocations at the English Department, Faculty of Education – Sana'a University
3. Find out the most difficult types of English collocation facing the EFL students at the English Department, Faculty of Education – Sana'a University.

### ***5. Research significance***

This research is very significant because it undertakes one of the most problematic topics of English language which is learning collocations. Collocations seem to be very difficult for EFL students because they have structure different from their meaning and they have no specific rules for acquiring them correctly. The findings of the current research might contribute in setting a clear view of the EFL students' attitudes toward learning English collocations so that English teachers and specialists could make use of such findings in improving and developing new and attractive strategies in teaching

English collocations and help their learners to acquire these collocations effectively. The findings of this research can also help English learners to change their attitudes positively and get the awareness of the common use of these collocations among English native speakers.

## **6. Literature review**

### **6.1. Overview**

This chapter reviews the literature background related to collocations in English language, its definition, types and causes of its difficulty to learn. It also displays the previous studies mostly related to the current research.

#### **6.1.1. Definition of collocation**

The ability to use good English in both speaking and writing is completely the result of adequate knowledge of vocabulary, especially expressive vocabulary. This knowledge involves the competence of collocations which are conventionalized word combinations that are often used together in a language. Collocation is the way one word is automatically used with another word in a frequent manner. The mastery of words allows EFL learners to communicate in that language fluently and accurately. By developing a collection of words, they can produce and understand unlimited number of sentences. Simply said, the words that are used together is known as collocations (Yuvayapan & Yükselir, 2021). The term ‘Collocations’ was originally defined by Firth (1957) as a combination of words accompanying one other. Halliday (1966) gave an explanation that collocations were the samples of words combination and they ‘cut across grammar boundaries’ and he also emphasized collocations in the study of lexical study, while Sinclair (1966) stated that grammar and lexis, by the use of collocations, are two dissimilar



views which grammar can be defined by structures and systems, while lexical items established with one another occurrences and sets correspondingly. Collocation is defined by Benson et al. (2010) as the “the combination of words with word” (p. 7). Combining words with other words to form phrases and combining words into grammatical patterns to form clauses and sentences are the prerequisite of using language.

### **6.1.2. Types of collocations**

There are two main types of collocations in English language which are the lexical and grammatical collocations. Alsulayyi (2014) categorized collocation into grammatical collocation and lexical collocation. Lexical collocation is made up of content words which are constructed of verb, noun, adverb, and adjective. There are seven types of lexical collocations, they are: Verb (activation, donating, or creation) + noun (prepositional phrase or pronoun), Verb (meaning nullification or eradication) + noun, Adjective + noun, Noun + verb (action), Noun1 of noun2, adjective + adverb; adverb + adjective, Verb + adverb. In the other side, grammatical collocation is formed of dominant words, such as adjective, a noun, or a verb, and a preposition or grammatical structure like an infinitive or a clause. There are eight types of grammatical collocations, they are: Noun + preposition, Noun + to infinitive, Noun + that clause, Preposition + noun, Adjective + preposition, Predicate adjective + to infinitive, Adjective + that clause. The basic difference of them is lexical collocation does not contain prepositions, infinitives or clauses; meanwhile, grammatical collocation contains content words together with preposition, infinitives and clauses.

### **6.2. Previous research**

There are several studies addressing the English collocations, the difficulties of learning them and the attitudes toward learning them. The first study is conducted by Pisitsenakul and Khamnok (2019) to explore the attitudes towards collocations learning

of EFL undergraduate students at Rajamangala University of Technology Lanna Phitsanulok. The results showed that English collocations should be introduced and learned at university level and be more focused in the classroom. It was also found out that that people with good collocations were more successful in English language learning. The second study done by Mohajeri (2014) which aims to investigate the knowledge and use of English lexical collocations and their relation to the speaking proficiency among upper-intermediate to advanced Iranian EFL learner students at Sadr Institute of higher Education. The results of this study showed that knowledge of lexical collocation play a significant role in develop speaking proficiency particularly in IELTS exam. The third study by Yuvayapan & Yükselir (2021) aiming to explore the perceptions of collocations of a group of EFL students who had studied English prep-class at a state university for a year and to investigate their collocational errors and the sources of them. The results revealed that although all participants were cognizant of the concept of collocation and its role in language learning, they made collocation errors when producing their writings due to the lack of automation of collocation mostly caused by L1 interference.

The present study is similar to the above studies in terms of its scope in studying the English collocations, similar samples and data collection tools but in different environment and different culture and educational settings.

## **7. Methodology**

This research aims to explore the EFL students' attitude towards learning English collocation in their university courses. The method used in this study is quantitative descriptive method.

### ***7.1. Research population***

The population of the present research contains the students in English Departments at the Yemeni universities – Sana'a.

### ***7.2. Research sample***

The research sample includes 156 female and male students who study English at the English Department, Faculty of Education – Sana'a University.

### ***7.3. Data collection tool and analysis procedures***

The appropriate tool for data collection is a questionnaire because the research aims to explore the EFL students' attitudes toward learning English collocation in their university courses

### ***7.4. Description of the questionnaire***

The questionnaire will be the tool to collect the data of the research. It is a closed-ended questionnaire. It includes 20 items. These items cover the attitudes of the EFL students who study English at the English Department, Faculty of Education – Sana'a University. The questionnaire has three measurement scales (Agree – Not sure – Disagree). The participants are asked to read the items and tick the scale appropriate to their opinion.

## 8. Presentation and Discussion of the Results

This section introduces the presentation and the discussion of the research results. It presents and discusses the responses of the research sample to the questionnaire items using frequencies and percentage for each item of the questionnaire.

### 8.1. Presentation of the research results

In this part, the researcher presents the research results according the research questions. The researcher uses the frequencies and the percentages of the sample responses to the questionnaire items. The questionnaire has the three scales (agree, not sure, disagree).

Table (1) describes the frequencies and means of the sample responses of their attitudes toward learning English collocations at the College of Sciences and Arts – Al-Namas.

**Table (1) Frequencies and Percentages of the Students' Responses**

N	Item	Frequencies and percentages of responses		
		Agree	Not sure	Disagree
1	You have knowledge about English collocations.	123 (78.8%)	18 (11.5%)	15 (9.6%)
2	Both examples are collocations (have a good day, catch a cold).	123 (78.8%)	15 (9.6%)	18 (11.5%)
3	It is important to learn English collocations for effective communication.	150 (96.2%)	3 (1.9%)	3 (1.9%)
4	EFL learners should be able to know English collocations.	144 (92.3%)	9 (5.8%)	3 (1.9%)
5	EFL learners should be able to use English collocations	141 (90.4%)	15 (9.6%)	0
6	English collocations should be more focused by teachers in the classrooms.	141 (90.4%)	12 (7.7%)	3 (1.9%)
7	Knowing English collocations enriches our English language learning	144 (92.3%)	9 (5.8%)	3 (1.9%)
8	English collocations help improve communication ability to be more natural.	144 (92.3%)	9 (5.8%)	3 (1.9%)
9	English collocations help improve English language skills and understanding.	150 (96.2%)	6 (3.8%)	0
10	The mother tongue of the EFL learners affects their learning and using English collocations.	135 (86.5%)	18 (11.5%)	3 (1.9%)
11	People with good collocations are more successful in English language learning.	141 (90.4%)	12 (7.7%)	3 (1.9%)

12	Knowing English collocations is important for me to understand everyday language.	135 (86.5%)	9 (5.8%)	12(7.7%)
13	Knowing English collocations is important for me to understand English culture.	132 (84.6%)	18 (11.5%)	6 (3.8%)
14	Learning English collocations is necessary for me to understand listening texts.	150 (96.2%)	6 (3.8%)	0
15	It is necessary to incorporate English collocations in all courses of English skills.	138 (88.4%)	9 (5.8%)	9 (5.8%)
16	Learning English collocations is necessary for me to understand reading texts.	141 (90.4%)	12 (7.7%)	3 (1.9%)
17	Learning English collocations is necessary for me to improve my writing skill.	138 (88.5%)	15 (9.6%)	1 (1.9%)
18	Using English collocations in oral presentation makes it more effective.	141 (90.4%)	6 (3.8%)	9 (5.8%)
19	Knowing English collocations is important for me to make sense of English humors.	147 (94.3%)	6 (3.8%)	3 (1.9%)
20	English collocations should be a part of English curriculum at schools.	138 (88.5%)	12 (7.7%)	6 (3.8%)
21	English collocations are important for me to speak effectively with English native speakers.	141 (90.4%)	9 (5.8%)	6 (3.8%)
22	Learning English collocations is necessary for me to understand figurative expressions in English.	147 (94.2%)	9 (5.8%)	0
<b>Total percentage</b>		89.87%	6.90%	3.23%

It can be noticed from the table above that most of the students participated in this research have high attitudes towards learning English collocations with a total percentage (90.4%) of the students' agreement. This result showed that the students are aware of the importance of learning English collocations. The questionnaire items, in a yellow color in the above table, that got the highest agreement by the research sample are item 3 (It is important to learn English collocations for effective communication.), also item 9 (English collocations help improve English language skills and understanding.) and item 14 (Learning English collocations is necessary for me to understand listening texts.) with a frequency of 150 and a percentage of (96.2%) similarly for all the three items. This result means that the students perceive that leaning English collocations is important for effective communication, improving English language skills and understanding specially listening texts.

However, item 2 "Both examples are collocations (have a good day, catch a cold)" got the lowest attitudes by the research participants with a frequency of (18) and a

percentage of (11.5%) of them disagree. Item 1 (You have knowledge about English collocations.) got disagreement by the research participants with a frequency of 15 and a percentage of (9.6%). This result shows that some students have little knowledge about English collocations and cannot identify: "have a good day and catch a cold" as collocations or not.

The other items in the questionnaire are ranged from the percentage (94.3%) to (84.6%). In general, most of the students show positive attitudes towards learning English collocations in most of the questionnaire items. Accordingly, it can be realized that English collocations are important for the students to improve their English language skills and the communication skills as well.

### ***9. Discussion of the Results***

In the light of the research results, the general attitude of the EFL students who participated in this research is positive towards learning English collocations. Most of the participants agree to most of the questionnaire items. Therefore, the general result of the present research is in agreement with the study conducted by Mohajeri (2014), which showed that knowledge of lexical collocation play a significant role in develop speaking proficiency particularly in IELTS exam. It can be interpreted that most of the students participated in this research are aware of the importance of the English collocations in improving their English skills particularly speaking and listening skills.

This research is limited to investigate the EFL students' attitude towards learning English collocations and how these collocations are important for the students to improve their English skills. Therefore, the researcher finds out that most of the students are interested in learning English collocations because of their importance in the daily English conversation and spoken texts.

To sum up, the researcher himself as an English lecturer feels that English collocations are commonly used in English speaking, so it is necessary to learn these collocations in order to be fluent in understanding English listening and performing speaking efficiently.

## **10. Conclusion and Recommendations**

This section presents the conclusion and general findings of the research. It also introduces some recommendations and suggestions for further research based on the research results.

### ***10.1. Conclusion***

The present research aimed to explore the EFL students' attitude towards learning English collocation in their university courses and the feelings of the EFL students when learning and using English collocations at the English Department, Faculty of Education – Sana'a University. To achieve these objectives, the researcher prepared a close-ended questionnaire of 22 items. The questionnaire items covered how English collocations are important for EFL students in improving their English skills and communication skills as well. The sample of the research included (156) female and male students selected randomly from the English Department at the English Department, Faculty of Education – Sana'a University. The questionnaire was uploaded in a Google form and sent as a link to the participants through WhatsApp Application. After collecting the data by sufficient students, the researcher analyzed the results using the frequencies and percentages of the responses. The results showed that the EFL students participated in this research showed high and positive attitudes towards learning English collocations and their importance to improve the English skills of the students. The participants perceived that English collocations are necessary for effective communication, improving English language skills

and understanding listening texts. Most of the questionnaire items were agreed by most of the participants.

### ***10.2. Recommendations***

According to the research results, the researcher presents some recommendations. These recommendations could be useful for the EFL students and their teachers.

The recommendations are listed in the following:

1. EFL students should practice the English collocations in their speaking.
2. EFL students should listen to native speakers to acquire the English collocations perfectly.
3. EFL students should categorize the English collocations according to their usage situations so that they can learn and acquire them easily.
4. Teacher of English speaking skills should use various and effective teaching strategies when teaching English collocations to make their students learn them efficiently.

### ***10.3. Suggestions for further research***

The present research was limited to study the EFL students' attitude towards learning English collocations. Therefore, the researcher suggests further research to enrich the area of researching the English collocation as the following:

1. A future research could be conducted to investigate the difficulties that face EFL students in using English collocations.
2. Another research could be carried out to explore the categories of English collocations so that they will be learned easily.



3. A further research similar to the present research could be done for different sample from other departments of English at different universities.

## References

1. Alsulayyi, M. (2014). The Use of Grammatical Collocations by Advanced Saudi EFL Learners in the UK and KSA. *International Journal of English Linguistics*, 5(1).
2. Basal, A. (2019). Learning Collocations: Effects of Online Tools on Teaching English Adjective-noun Collocations. *British Journal of Educational Technology*, 50(1), 342-356. <https://doi.org/10.1111/bjet.12562> .
3. Benson, M., E. Benson, and R. Ilson. (2010). *The BBI Combinatory Dictionary of English. A Guide to Word Combinations*. Amsterdam/Philadelphia: Benjamins.
4. Firth, J. R. (1957). *Papers in Linguistics 1934-1951*. Oxford University Press, London.
5. Halliday, M. A. K. (1966). Lexis as a Linguistics Level. In C. E. Bazell et al (eds), *In Memory of J.R. Firth*. London: Longman.
6. Mohajeri, M. (2014). The Knowledge and Use of Collocations and their Relation with English Speaking Proficiency among Upper- intermediate to Advanced Iranian EFL Learners. *Elixir Social Studies*. (67).
7. Pisitsenakul, S., & Khamnok, W. (2019). The Use of Grammatical Collocations with Prepositions and Attitude towards Collocations Learning of Thai EFL Undergraduate Students. *Rangsit Journal of Educational Studies*, 6(1), 51-64.
8. Sinclair, J. (1966). *Beginning the Study of Lexis*. London: Longman.
8. Wray, A. (2002). *Formulaic Language and the Lexicon*. Cambridge: Cambridge University Press.

- 
9. Yuvayapan, F. & Yükselir, C. (2021). Understanding Turkish EFL Students' Perceptions about Collocations and Investigating their Collocational Errors in Descriptive and Argumentative Essays. *International Journal of Curriculum and Instruction*, 13(3).